



**EVALUATION OF USE OF  
LIBRARY SERVICES AND TECHNOLOGY ACT  
(INSTITUTE OF MUSEUM AND LIBRARY SERVICES)  
FUNDING IN CALIFORNIA**

**2002/03 – 2006/07**

Prepared for

**Susan Hildreth  
State Librarian of California**

By

**Barbara Will  
Independent Consultant**

**Library Development Services Bureau  
Tom Andersen, Chief**

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**Sacramento**



Institute of Museum and Library Services  
State Programs  
1800 M Street NW, 9<sup>th</sup> Floor  
Washington, D.C. 20036

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Ladies and gentlemen of the Institute of Museum and Library Services:

On behalf of the California State Library, I am pleased to submit this Evaluation of Use of Library Services and Technology Act (Institute of Museum and Library Services) Funding in California, (2002/03 – 2006/07) describing the major impact of those Federal funds on Californians of all ages as served by their 8,000 libraries of all types. The Act has stimulated excellence and supported and promoted widespread access to learning opportunities and information resources.

It has been a privilege and a pleasure to work with the Institute during the second five years of the Act, thus assuring that the program responded to the Federal intent within the context of the library-related needs and priorities of the people of our State. I think that the additional language included in the reauthorization further enhanced our ability to meet the needs of our very large and diverse population.

We at the California State Library look forward to working with the Institute of Museum and Library Services during the next five years in improving library services through technology and through programs targeted for special populations.

Yours truly,

Susan Hildreth  
State Librarian of California

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## **I. INTRODUCTORY STATEMENT AND SUMMARY IMPACT OF IMLS FUNDS TO SUPPORT STATE LIBRARY SERVICES**

The Library Services and Technology Act (LSTA), enacted by Congress and the President in 1996 and reauthorized six years later, was a major stimulus for library development in California during LSTA's second five-year period (2002/03 – 2006/07). Many LSTA-supported demonstration projects have been continued by other funding sources at the close of the grant period. LSTA provided "seed" money for service initiatives that are now being maintained locally. LSTA allowed California libraries to fieldtest new approaches to service delivery, especially through technology, and to re-define local services to better respond to the needs of their rapidly-changing communities. The Five-Year State Plan for California reflected the technology focus of the Act while recognizing that services to special populations are a major priority for the State; the Act's flexibility in encouraging State-based plans was a critical factor in the successful investment of taxpayer dollars.

The Five-Year State Plan for California's use of LSTA funding, 2002/03 – 2006/07, was an ambitious and multi-faceted one. Within the five Goals, there were 23 objectives and 19 outcome measures (all with targets) that identified measurable steps and progress during the five-year period. There were changes in emphasis and focus of the objectives during that time, reflecting changes in the State's socioeconomic and library funding patterns.

The broad Goals for California's Plan can be summarized as follows: to achieve equitable access to lifelong learning for all Californians; to expand the use of technology to deliver and create electronic resources; to foster the availability of a trained and efficient library workforce now and into the future; to improve library services for people with disabilities; and to assist libraries in reviewing and revising their services in response to the changing demographics and needs of their local communities.

California met 15 of its 23 objectives and met 11 of its 19 outcome measures in making progress towards those Goals. Although none of the five Goals was met in total, there was substantial progress toward each. The greatest use of LSTA funds was toward assuring widespread access to information resources, especially those in electronic format, and on improving services to underserved populations. Major accomplishments included projects related to positioning libraries to be able to take advantage of technological advancements, supporting the development of new information tools and resources, assisting libraries serving people in rural areas, aiding libraries in the provision of after-school homework help, building private-public partnerships, and stimulating services for children, non-English speaking residents, and people with disabilities. Training and recruitment for librarians was another major thrust during the five-year period. Many of the projects initiated under LSTA became ongoing services through a combination of local funds and private-public partnerships.

Outcome measures that were not met usually were the long-term ones that stretch years into the future without currently producing the data to evaluate them, such as those involving expanding and improving the California library workforce. Some objectives and outcomes could not be achieved because of changes in California law and/or funding; some were not achieved because the initial strategy for doing so did not work well in the initial fieldtest, making it undesirable to

expand the program to other areas. More work remains to be done in serving people with disabilities and youth; more collaborative partnerships are still desirable; and the rapidly-changing technology and the State's equally rapidly-changing demographics made several of the Goals moving targets. The lack of school library participation was a disappointment. While much progress was made toward improving library services in rural communities, the libraries in those areas are still the least likely to become involved with projects related to technology, collaborative partnerships, and services for people with disabilities.

Urban libraries received 33% of the direct LSTA-funded grants (\$17,106,544), mostly urban libraries received 2% (\$1,150,671), rural libraries received 7% (\$3,410,417), mostly rural libraries received 4% (\$2,148,935), and regional/statewide library organizations – which serve multiple libraries – received 55% (\$28,628,167). By type of library institution, regional/statewide library organizations received 55% of the direct LSTA-funded grants, public libraries received 31%, academic libraries received 8%, and special libraries received 5%. It was disappointing that no school libraries received direct funds; however, there were collaborative projects that included school libraries and they were also participants in many of the projects conducted by regional/statewide library organizations.

Two of the major statewide accomplishments achieved during this five-year period that are directly credited to LSTA seed money and demonstration projects were changes in California law for its State-funded library literacy program; a second one was that the National Endowment for the Humanities (NEH) awarded a multi-year grant to the LSTA-initiated California Preservation Program to expand it to the other western states and territories that have been unserved by the preservation programs that NEH has established in the other portions of the country. Individual libraries, of course, gained much through their improved services and collaborations with private partners.

The second five years of the Library Services and Technology Act stimulated excellence and innovation in library services throughout California and resulted in long-term improvements. As California's demographics continue to change, and as technology continues to advance, the third five years of this flexible and responsive Act will continue to make a difference for millions of Californians statewide. These are the most important beneficiaries.

## **II. OVERALL REPORT OF RESULTS IN ACHIEVING GOALS AND OBJECTIVES BASED ON THE FIVE-YEAR PLAN**

California's five-year plan for the expenditure of Library Services and Technology Act funds in 2002/03 – 2006/07, to stimulate excellence in library services and promote access to library resources through technology and services to special populations, was an ambitious and multi-faceted one. Within the five goal areas, there were 42 objectives/ outcomes with targets and 24 strategies (the Program Portfolio) toward meeting the broad Goals. There were some shifts in emphasis and focus during the five-year period, reflecting changes in the state's socioeconomic conditions and the success or failure of some of those strategies that occurred during that time.

Several interpretive notes on this portion of the report:

- Each project was assigned to a single strategy, although some of them could have qualified under more than one strategy.
- Statewide projects sometimes resulted in indirect funding for multiple libraries, such as subscription databases or online services, and these breakdowns are not reflected in the number of projects, the type of library figures, or the geographic locations of grant beneficiaries. Only the direct funding awards are singled out for those compilations.
- Since California expends LSTA funds in the second year after the Federal budget is passed, information on the current 2006/07 projects is less detailed because it will not be available until the end of the fiscal year.
- A portion of the statewide successes in meeting outcomes and outputs is due to the expenditure of local, State, and other funds as well as LSTA support.
- Although a number of the LSTA-supported projects involve outcome measures, many of them are long-term and the results are not yet available.
- Statewide projects administered directly by the California State Library, such as services provided by the Braille and Talking Book Library (Northern California) and the Braille Institute for the Blind (Southern California), are not included in this report.
- Since the California State Library awarded 892 individual LSTA grants during the five-year period, this evaluation focuses on those affecting the most people (i.e., multiple or very large libraries) and/or those with the most significant impact as contrasted with every grant awarded.
- All the goals and projected objectives (outputs) and outcome measures, as well as the strategies for achieving them ("Program Portfolio"), are quoted directly from the California State Library's original submission of the Statewide Plan for Use of Library Services and Technology Act funds, 2002/03 – 2006/07. Please note that the data collection and evaluation of the objectives and outcomes for the goals did not always occur in the manner

anticipated in the plan due to budget and time constraints or lack of resources. When a different method was used, the data quoted is current as of 2007.

Of the 892 individual grants awarded, academic libraries received 8%, public libraries received 31%, special libraries received 5%, and cooperative library systems and organizations received 56% of the direct LSTA funding. Although there were no individual grants to school libraries, a number of them participated in collaborative projects, which were most often initiated by regional/statewide library organizations and individual public libraries.

In terms of populations served, rural libraries received 7%, mostly rural libraries received 4%, urban libraries received 33%, and mostly urban libraries received 2% of the direct LSTA funds. The remaining 55% was directed toward regional/statewide projects for which rural/urban breakdowns are inapplicable because multiple libraries were involved in them.

Appendix A lists all the individual LSTA grants awarded to libraries and regional/statewide library organizations between 2002/03 and 2006/07.

**LSTA GOAL #1: Enable libraries to provide their clientele with equitable access to lifelong education through development of children, youth, adult, and family literacy services; after-school programs for children and youth; innovative or enhanced school library programs; distance or online learning; and other educational resources so that all Californians can improve their education and achieve their life goals as lifelong learners, workers, family members and members of society.**

### **Progress Towards Goal:**

The largest proportion of LSTA funding for individual grants (\$16,678,522 or 32% of the total) was expended toward this Goal, with the bulk of the funds going to public libraries and regional/statewide library organizations.

Libraries in rural areas received \$845,127 (approximately 5%) of the funding, those in mostly rural libraries received \$339,335 (approximately 2%), those in urban areas received \$4,639,610 (approximately 28%), those in mostly urban areas received \$301,033 (approximately 2%), and regional/statewide library organizations received \$10,553,417 (approximately 63%) of the LSTA funds directed for this Goal. Public libraries and regional/statewide library organizations received the highest amount of the LSTA funds under this Goal.

Overall, progress was made towards this goal. However, the need in public libraries is so great that little was accomplished with regard to literacy services in other types of libraries.

### **. Key Objectives to Be Measured, with Targets:**

- *By 2007, 1,000,000 California library users will have attended some form of lifelong learning event in a library or provided by a library. Data Collection Method and Schedule: Annual survey of California libraries re their event records.*



Public libraries provided the most lifelong learning events (92% provided them), academic libraries were the next higher providers (64%), and special libraries were also major providers (60%). Even among just the libraries who responded to the survey, there were 1,228,087 Californians who attended the events (public libraries: 1,172,852; academic libraries: 5,930; special libraries: 49,305). The target was met.

- *By 2007, 50% of California public library outlets will provide training on the public library's resources to staff in local community schools. Data Collection Method and Schedule: Collection and aggregation of results of California public library training records re the topic in 2004/05 and 2006/07.*

Of the reporting libraries, 178 public library outlets provided this training. Given that California has over 1,000 public library main and branch libraries, if the percentage is applied to the full group, the target was met.

- *By 2007, 90% of public libraries will provide homework assistance for children/youth in grades 4 to 12 during after-school hours. Data Collection Method and Schedule: Beginning in 2003/04, ongoing tally of public libraries re their service records.*

Sixty-four percent (64%) of the reporting public libraries said that they provided such assistance. However, since 102 of the state's 181 public library jurisdictions participate in AskNow - a 24/7 interactive online reference service – this actual percentage may be higher than reported if online assistance is considered. The target was not met.

- *By 2005/06, at least 50 innovative literacy projects will be developed and tested in California libraries. Data Collection Method and Schedule: Annual, specialized survey of California libraries re their literacy programs.*

There were 78 innovative literacy projects conducted by public libraries during this five year period, one of which, the English Language Literacy Intensive Transition Grant, resulted in changes in existing State law to incorporate the grant program into the State's literacy funding support. The target was met.

The projects were:

<b>Project Title</b>	<b>Library Name</b>	<b>Fiscal Year</b>	<b>Project Description</b>
Speaking of Reading: Adult Learner Book Discussion	29 individual libraries participated	2003/04	To create library literacy programming that brings adult learners together in book discussion groups.
Reach Out and Read	24 individual libraries participated during 3 fiscal years	2003/04 2004/05 2005/06	Pediatric literacy program which partnered library literacy programs with health clinics to provide early literacy services to families with children under age 5.
English Language Literacy Intensive Transition Grant	5 participating libraries	2003/04	Allowed completion of projects aimed at English language learners in partner elementary schools.
Prime Time Family Reading Time	5 participating libraries	2004/05	In collaboration with the Louisiana Endowment for the Humanities, train parents and children to bond around the act of reading.
Project Money: Access to Financial Education	Bay Area Library and Information System (BALIS)	2003/04	Creation of financial education aimed at reading level appropriate for entry level adult learners in library literacy programs.
Project Money: Access to Financial Education	Bay Area Library and Information System (BALIS)	2005/06	Creation of new tools and outreach to help integrate Project Money into library tutor training and learner programming.
Library, Literacy & Lap Tops for Learners	Butte County Library	2002/03	Mobile library literacy services to low-income, hard to reach children and families.
Partners and Learners	Butte County Library	2005/06	Literacy-based services for at-risk elementary school aged children in low literacy/high poverty communities.
Writers' Workshop	Bruggemeyer Memorial Library, Monterey Park	2003/04	Writing workshops to teach English writing skills to English language learners.
California Voices and Easy Voter Guide Project	National City Public Library	2004/05	To motivate and empower adult learners in California Library Literacy Services programs to actively engage in their roles as community members.
Easy Voter Guide Project	National City Public Library	2005/06	Create reliable nonpartisan voter information in accessible language for adult learners.

<b>Project Title</b>	<b>Library Name</b>	<b>Fiscal Year</b>	<b>Project Description</b>
FULFILL -- Families Utilizing Libraries For Improving Life-long Learning	National City Public Library	2002/03	Longitudinal research on families involved in library Family Literacy programs.
Artists for Literacy Strategic Planning Initiative	Peninsula Library System	2002/03	Assist Artists for Literacy in assessing how it will best serve the literacy community.
Leer Es Triunfar (Reading is Succeeding)	Riverside County Library System	2004/05	Created a model for outreach to Latino populations.
By the People	Solano County Library	2002/03	Utilized the National Issues Forum in collaboration with public television to introduce a dialogue with low literacy adults on “America’s Role in the World.”
Adult Learners Helping Learners	South San Francisco Public Library	2005/06	Create a series of workshops delivered by veteran adult learners to new learners on pre-learning skills to help ensure their success with adult literacy tutoring.
ALL Online: Adult Literacy & Libraries Online	South San Francisco Public Library	2003/04	To provide educational opportunities for California Library Literacy Services program staff, volunteer tutors and adult learners through distance learning options.
Tuolumne County Mobile Library and Literacy Lab	Tuolumne County library	2002/03	To assist in providing mobile library and literacy services to the rural residents of Tuolumne County.
Library Literacy and Books Services – LLABS	Woodland Public Library	2002/03	To assist in providing mobile library and literacy services to rural communities in Yolo County.

- *By 2005, at least 80% of Library of California (LoC) member libraries in each LoC region will provide access to distance education and/or online learning for staff training/continuing education. Data Collection Method and Schedule: Annual survey of LoC Regions re their distance education and online learning programs.*

This objective is not applicable because the Library of California Act (LoC) lost its State funding several years ago and the LoC regional groups no longer exist statewide. While some of them

are still functioning from the individual contributions of time from member libraries, the most populous area of the State (Los Angeles and Orange Counties) have nothing remaining.

- *By 2007, 75% of public libraries in California will review their library service policies to assess their position on providing their patrons with access to distance education and/or online learning curricula and/or resources. Data Collection Method and Schedule: Surveys, in 2004/05 and 2006/07 of public libraries re their policies, with focus on changes in this area.*

Forty-one percent (41%) of the reporting public libraries did conduct such a review, and it resulted in changes in their service policies for 71% of them. However, the target was not met because a lower number of public library jurisdictions conducted such a review.

- *By 2007, 100 California public school outlets will enhance their library services. Data Collection Method and Schedule: Survey of public school libraries in 2004/05 and 2006/07 to determine this number.*

Although the California State Department of Education was unable to complete this survey in time for this report, officials believe that the target was met.

- *By 2007, 100 California public school libraries will provide access to library tools on their websites. Data Collection Method and Schedule: Survey of public school libraries in 2004/05 and 2006/07 to determine this number.*

The California State Department of Education reports that 45% of the school libraries are providing this service. Since more than 1,000 libraries responded to the survey, the target was met.

## **B. Key Outcomes to Be Measured, with Targets and Data Collection Information:**

- *By 2007, 50% of local community school staff will report that they have benefited from the use of public library resources. Data Collection Method and Schedule: Interviews with a sample of local community school staff at least twice throughout plan's life. Biennial review of results of pre- post- tests conducted by libraries.*

The California State Department of Education did not conduct the survey within this timeframe, and the results are unknown at this time.

- *By 2007, 50% of students who participate in homework assistance programs will increase the amount of time spent using their local public library. Data Collection Method and Schedule: Annual survey of public libraries re their observations of participants, beginning in 2003/04. Interviews with a sample of students.*

The primary evaluative vehicle was voluntary responses from students using the online services (Live Homework Help and AskNow) and it is noted that Live Homework Help tutoring sessions

were used 71,825 times in 2005/06 alone. Most students that did respond indicated that they are more confident doing their homework as a result of the tutoring sessions, and most say they will recommend the service to their friends – high praise from young adults. From the feedback received, it was determined that the observations of public librarians and the interviews with students were unnecessary since enough data was available to assess the program as successful. The target was met.

- *By 2005/6, 70% of community members who participate in library literacy services in California will demonstrate both their ability to read more difficult material than they could before and their progress toward achieving their personal literacy goals. Data Collection Method and Schedule: Annual compilation of literacy participant records provided by project grant libraries.*

California Library Literacy Services are now provided by 103 public library jurisdictions with literacy outlets in 780 California communities. These critical services help English-speaking adults improve their reading and writing skills so they can reach their potential as workers, parents, community members and life-long learners. These are not English as a Second language programs; they are designed instead for adults who speak English but somehow fell through the cracks of the educational system and did not acquire the basic reading and writing skills required to function to their full potential.

Outcome measure reporting was introduced to library literacy services during this five-year period. The process collects the personal literacy goals set by adult learners and measures the number who achieves their goals during the year. The most recent data show that the programs are having an impact on the lives of the adults they serve.

For 2005/06, library literacy programs provided outcome measures data on 65% of the adult learners served (11,444 out of 17,704). Broken down by goals set and met by learners, here are sample results:

- 81% of those who set the goal learned the alphabet.
- 70% of those who set the goal were able to read street/traffic signs.
- 66% of those who set the goal were able to share a book with their child for the first time
- 58% of those who set the goal were able to pay their own bills for the first time
- 46% of those who set the goal were able to vote for the first time
- Of those who set the goal, 45% were able to complete a job application, 36% were able to write a resume, 44% interviewed for a job, and 29% actually secured a job or were promoted at work.
- 53% of those who set the goal were able to read a newspaper or magazine for the first time.

The English Language Literacy Intensive (ELLI) program was created to provide innovative, library-based, English-language instruction for targeted English language learning school-age children. ELLI is currently being reviewed by an outside evaluator, MGT of America. To date, MGT has submitted four reports as part of their evaluation. Their latest report provides a comparison of 2003/04 ELLI participants' CELDT (California English Language Development

Test) scores compared to those of their peers, using benchmarks of English proficiency levels provided by the California Department of Education.

Key findings of this report include the following:

- ELLI students on average gained eleven scale points against their English Language learning peers for the Listening/Speaking subtest of the CELDT, and gained seven scale points on the Reading subtest.
- At least 15% of each grade of ELLI students attained Fluent English Proficiency by 2004.

The target was met.

- *By 2007, 100% of California children in grades K-6 in schools where LSTA funds were used to enhance the school library program will report using their school library. Data Collection Method and Schedule: Beginning in 2003/04, biennial aggregation and analysis of school library usage records and review of results of project surveys of students.*

This outcome measure is not applicable, since no school libraries received direct funding from LSTA – although a number of them participated in regional/statewide LSTA-supported programs.

- *By 2007, 5,000 library staff statewide in all types of libraries will have participated in at least one training event locally, via distance education, and/or via online learning and will indicate their intent to participate in another such event. Data Collection Method and Schedule: Compilation of training records and participant surveys supplied by projects. Aggregation and analysis at least every two years.*

Well over 5,000 library staff members participated in distance learning and online learning through the Infopeople program, with that many participating in the past year alone. Most of them are repeat users from previous years, a direct indication of their intent to continue. The target was met.

- *By 2007, patrons will have access to distance education and/or online learning curricula and/or resources in at least 50% of public libraries in California. Data Collection Method and Schedule: Use public library annual report to obtain information on availability of distance education and/or online learning curricula and/or resources, at least in 2003/04 and 2005/06. Aggregate and analyze statewide.*

Sixty-one percent (61%) of the reporting public libraries now provide this service. The target was met.

### **C. Strategies, Services, and Activities:**

- 1. Functional Literacy Attainment:** Initially focus on testing and demonstration of techniques to improve adult and family literacy skills through public libraries, but program will move beyond that in years three to five to focus such literacy services through libraries of all types, as appropriate to their own clientele.

Twenty-six percent (26%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

In 2003/04, twenty-seven (27) public library jurisdictions used a book discussion group model for adult learners in adult literacy programs. Each library selected its own book discussion series, with titles ranging from “Dear Abby” (Santa Clara County Library) and “Charlotte’s Web” by E. B. White (Corona Public Library), the streamlined version of Shakespeare’s “The Taming of the Shrew” (Santa Clara City Library), “Puddin’ Head Wilson” by Mark Twain (San Francisco Public Library), and “Emma” by Jane Austen (Chula Vista Public Library). A total of 182 books were discussed in 385 book discussion programs involving 2,041 adult learners. Ninety-six percent (96 %) of the new readers responded to a post-study that the book discussion group was a positive experience and that they recommended it to other students; 46% of the participants reported that their public speaking ability had improved; and 80% said that they could express opinions better because of their participation. According to the post-survey, the adult learners agreed or strongly agreed that they experienced improvement in the following areas: 77% reading, 95% vocabulary, 81% spelling, and 85% reading in a group.

The Bay Area Library and Information System (BALIS) serves its member public libraries in San Francisco and the East Bay area. An LSTA grant created a pilot program, “Project Money,” focused on adult learners teaching other adult learners through financial education workshops on topics such as savings and credit. In 2005/06, the successful program was integrated into the State-funded tutor training and learning program of the California Library Literacy Service program. In a similar educational initiative, Solano County Library partnered with a local public broadcasting television – KVIE in Sacramento – to create a local version of PBS’s National Issues Convention that met in Philadelphia in 2003 to introduce a national dialogue on the topic of “America’s Role in the World.” Fifteen original projects focused on such topics as the future of the world’s food. Besides increasing community awareness of the National Issues Forum, the LSTA-supported portion of the program emphasized involving adult literacy learners in the discussion and training them to be NIF moderators.

Tuolumne County Library used LSTA funds to create a mobile library and literacy service program focused upon preschool children and families which were high-risk literacy challenges. Based on survey results, 25% of the residents who used the services more than once reported a greater sense of community as a direct result of using the mobile library service; at least 50 library cards were issued to families with preschoolers who lived five or more miles from the Marin Public Library in this rural county; and at least 25% of the parents and/or caregivers using the mobile library said that their attitudes had changed toward reading with children. The local Rotary Club purchased the vehicle for the program, and other local contributions from

organizations and individuals totaled over \$290,000. Several other public libraries also used LSTA grants as seed money for similar projects.

As a result of LSTA pilot projects completed and evaluated during the previous five-year LSTA evaluation, the California State Legislature and Governor revised the State law to incorporate the successful English Language Literacy Intensive (ELLI) into its library literacy statute. While the primary focus is literacy for English speaking adults, LSTA funds also supported those libraries that have targeted English as a Second Language (ESL) through the ELLI program or have identified other resources to provide ESL services in communities where there is a need. LSTA funds assisted the transition of the libraries from the Federally-funded program into the State-funded program.

An LSTA-supported pilot project led to a statewide program in 2005/06, involving twenty-six (26) public library jurisdictions in an early literacy program to influence parental literacy behaviors and children's emergent literacy skills. The "Reach Out and Read" program partnered medical clinics with the participating libraries to provide a literacy "prescription" and the attendant training and supplies to 30,000 parents and children. Although outcome measures are not yet available, previous studies have indicated that the program will succeed in breaking the pattern of family illiteracy for project participants.

**2. Support of Continuing Education for all Californians:** Coordinate with continuing education organizations of all types to a): periodically assess the education needs of Californians and then b): test methodologies for and provide access to training to meet those needs that are appropriately addressed through California libraries of all types.

Ten percent (10%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The Metropolitan Cooperative Library System—a state-funded organization of public libraries, headquartered in Los Angeles—used library resources related to California's labor history as the basis for a California Labor Map, timeline, and interactive website that informs the public about the diverse and rich history of the working people of California, including stories from individuals and communities. An exhibit drawing upon it was displayed at the California State Capitol building and attracted hundreds of viewers in just the first two months.

Through LSTA support, a pilot project was launched in Southern California for a cooperative Summer Reading Program that would provide training and professionally prepared materials for public libraries to conduct quality programs that would stimulate children's reading during the summer months. The success of the initial program convinced the California State Library to partner with the California Library Association in joining a national summer reading collaborative and developing a statewide program that has two tracks, one for children and one for teenagers. Although outcome measures are unavailable at this time, national studies show that children participating in library-based Summer Reading Programs not only retain but also increase their reading levels over the course of the summer.



Recognizing a need for people with lower literacy levels to understand the issues involved in statewide and national elections, LSTA funds supported the creation of an Easy Voter Guide that provides non-partisan but clear information on the elections held each year. Adult learners are more involved now about legal literacy; the easy-to-comprehend guide has proven so effective for all Californians that California's Office of the Secretary of State is interested in continuing the project on an ongoing basis with State funds.

The North Bay Cooperative Library System (a consortium of public libraries north of San Francisco) initiated a Family Nutrition Literacy program for its member libraries. Although the project results will not be available until after the close of the current fiscal year, its collaboration with the Pacific Southwest Regional Library Network (sponsored by the National Library of Medicine) strengthens its chances of success and for providing a model for other libraries statewide.

A number of individual library projects also addressed this strategy. Oakland Public Library provided computer training for elderly Asians and new Americans, resulting in an increase in regular (1-4 visits/month) library computer users. The Monterey Park Bruggemeyer Memorial Public Library designed and presented ten workshops to teach English writing skills to limited English language learners. By the end of the series each participant had learned to write in a journal and had 20 entries, 9 participants had writings published, and 17 participants read aloud in the workshops. Other libraries addressed such topics as artistry workshops (South San Francisco Public Library) and teaching elementary children about technology and science in a fun and interactive manner (Santa Clara County Library).

**3. Deployment of Distance Learning:** Initially focus primarily on library staff by working through regional or statewide systems as well as individual libraries to increase the availability of distance learning options for use in continuing education.

Three percent (3%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy. However, additional programs assigned to Goal 3 - - notably the "Infopeople Program" and the "Rural Initiative" - - significantly affected the success in achieving the objectives and outcomes.

Camarena Memorial Library (Calexico) used LSTA funds for two years to support Spanish language videoconferencing programming in Calexico and three other communities in the remote desert communities of Imperial County (bordering Mexico) designed to introduce the public to the library resources available to meet their informational needs. Fifty-five percent (55%) of first time visitors to the libraries learned about it through the project and a significant number of these new users became periodic and/or regular users of public library services. In a subsequent year, LSTA funds supported a series of English-language videoconferences for educational and cultural programs shared among the Imperial County libraries and also broadcast to equally remote public libraries in the northeastern portion of the state.

In South San Francisco, an LSTA grant project introduced distance learning options to improve learners, tutors, and library staff participating in literacy programs through webcasts, online classes, and online chat rooms.

It is noteworthy that a significant number of distance learning events were geared for people in rural communities (described and compiled under Goal 3, rather than under this Goal and Strategy).

**4. Curriculum Support:** Projects to provide for homework assistance through public libraries during after-school hours; improve the services of existing school libraries, particularly through joint efforts with the California State Department of Education; and increase the number of school library websites that provide access to general library tools (e.g., regional online reference services).

Twenty-three percent (23%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

A major initiative over the last five years was “Live Homework Help,” providing online interactive tutoring assistance to children and teenagers (grades 4-12) in public libraries and through their websites. The program was evaluated as successful in 2003/04, when 31 public library jurisdictions (184 outlets) were participating in the LSTA-funded program and was subsequently expanded to additional public library jurisdictions and outlets. The service is offered in English and Spanish. [Starting in 2006/07] participating libraries, depending on the years of participation in this program, paid a percentage of the remote-access and the entire cost of in-library access after their first year of participation. In year 2, for example, participating libraries paid 25% of the remote-access costs. In year 3, participating libraries [will pay] 50% of the cost. By 2008/09, participants will assume full financial responsibility for the service. This fiscal shift [has] enabled additional public library jurisdictions to join the program on an incremental basis.

In 2005/06 alone, there were 71,825 online tutoring sessions conducted through “Live Homework Help;” the overwhelming majority (90%) were conducted in English. During that same timeframe, math (41,213) was the most frequently requested curriculum topic, followed by science (13,087) and English studies (12,013). Most students indicate that they are more confident doing their homework as a result of the tutoring sessions, and most say they will recommend the service to their friends – high praise from young adults!

Additional approaches to curriculum support were also field-tested in public libraries, primarily in recent years as options and/or enhancements to the “Live Homework Help” service were explored and tested.

For example: Sutter County Library adapted an elementary school computer skills curriculum for grades k-5 for use in the public library, and then implemented it by providing computer and public service training to pre-teens in the rural areas who then served as helpers and instructors to the younger children. Butte County Library provided literacy services for at-risk elementary school children in low-literacy, high poverty areas throughout the predominantly rural county, to help the children succeed in school. The Placentia Library District established a satellite reference library/homework facility at the Homeless Intervention Shelter House to serve school-age children residing there who lacked the resources to complete homework assignments.

**5. School/Public Library Collaboration:** Work with the California State Department of Education and individual public libraries to train school library staff regarding the resources available to their curricular efforts through public libraries; to increase the number of effective school/public library collaborative services; and to increase the number of school library websites that offer general library tools (e.g., regional online Reference services).

One percent (1%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

Although largely supported by State funds, the collaboration between the California State Library and the California State Department of Education resulted in the achievement of the outcomes as noted above.

There were several LSTA-funded projects that also tested and demonstrated local collaborative undertakings. These included Beaumont Library District's partnership with the local school district to provide homework help, technology access, and a mentoring component for seniors and teens to instruct and assist each other in using computer and electronic information resources; and a mobile computer lab supplied by the school that was parked on a regularly scheduled basis at the public library. Alameda County Library's literacy staff is working with two elementary schools to offer a school-based literacy instruction program to help English-speaking parents of children from these schools to achieve their literacy goals as parents, including literacy training for themselves and strategies to assist their children in school.

**6. Library Initiatives:** Encourage individual or groups of libraries of all types to develop projects to model and test additional services and activities to support this Goal.

Thirty-seven percent (37%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

A major and highly successful initiative, spearheaded by two public library systems (Peninsula Library System in Northern California, Metropolitan Cooperative Library System in Southern California), over a seven-year period provided 24/7 interactive online reference and information services for Californians served by public, academic, school, and special libraries statewide. The virtual reference service required that participating libraries devote staff time to provide the service. The service was so successful that OCLC has adopted it as part of its nationwide program called Question Point, a virtual reference service with a much larger base of participating libraries and subject specialties.

In collaboration with the California chapter of the National Endowment of the Humanities, 180 public library sites promoted reading by re-introducing the Pulitzer-Prize winning novel "The Grapes of Wrath" through book discussion programs. An estimated 22,000 Californians attended these programs during 2002/03.

A number of libraries made specialized collections accessible to the public through cataloging and making the records available through the Internet. The resources included collections of Jewish history and culture (University of Judaism), California testimonies about the Holocaust (University of Southern California), California historic photographs (California Historical Society of San Francisco), Shumate cultural and informational resources (St. Patrick's Seminary, Menlo Park), Southeast Asian resources (University of California, Irvine), and a collaborative project between the Gay, Lesbian, Bisexual, Transgender Historical Society of Northern California (San Francisco) and its Southern California counterpart, ONE Institute and Archives (Los Angeles), to create a union catalog and electronic finding guides to their primary source materials.

LSTA funds supported the California Center for the Book, which provided guidance and materials for local libraries, in presenting programs for the public that encourage reading and cultural enrichment at those libraries and other venues statewide. The free and low-cost programs subsequently available through literally hundreds of public and school libraries included book discussion groups (2006/07 theme: "Caught in the Crossfire: Young People and War") and participation in such national programs as "Letters about Literature," in which elementary and secondary students prepare letters to authors explaining how their writings had changed these students' lives or their views of the world.

A number of libraries also used LSTA funds to support locally driven programs. For example, San Bernardino County Library sponsored a regional environmental literacy program in 2002/03 and the Riverside County Library System is currently planning a California Dia de los Niños program.

**LSTA GOAL #2: Support libraries' efforts to improve their clients' understanding and use of electronic library resources and services through development of, increased access to, and training about technology-based systems and resources.**

**Progress Towards Goal:**

Made progress towards this goal, although the rapidly changing technology inhibited its full achievement.

The second highest proportion of LSTA funding for individual grants (\$14,281,976 or 27% of the total) was expended toward this Goal, with the bulk of the funds going to public libraries and regional/statewide library organizations.

Libraries in rural areas received \$501,147 (approximately 4%) of the funding, those in mostly rural libraries received \$549,772 (approximately 4%), those in urban areas received \$6,855,242 (approximately 48%), those in mostly urban areas received \$49,748 (less than 1%), and regional/statewide library organizations received \$6,326,067 (approximately 44%) of the LSTA funds directed for this Goal. Public libraries, academic libraries, and regional/statewide library organizations received the highest amount of the LSTA funds under this Goal.

#### **A. Key Objectives to Be Measured, with Targets:**

- *By 2007, 80% of California libraries will be connected to two or more Internet-based services such as library catalogs, licensed databases, digital collections, remote patron authentication, and virtual reference. Data Collection Method and Schedule: In 2004/05 and 2006/07 survey all California libraries to tally the number connected to 2 or more Internet-based services.*

The survey results demonstrate that academic and special libraries meet 100% of this target, with public libraries meeting it in 96% of the jurisdictions. The California State Department of Education reports that at least at least 32% of the school libraries provide these electronic services. The target was met.

- *By 2007, 80% of Library of California member libraries will have access to low-cost or no-cost electronic information resources through participating in regional or statewide purchasing/resource sharing arrangements or through the development of electronic resources by/for the library community. Data Collection Method and Schedule: Survey of all Library of California libraries in 2004/05 and 2006/07.*

This objective is not applicable because the Library of California Act (LoC) lost its State funding several years ago and the LoC regional groups no longer exist. While some of them are still functioning from the individual contributions of time from member libraries, the most populous area of the State (Los Angeles and Orange Counties) have nothing remaining.

#### **B. Key Outcomes to Be Measured, with Targets:**

- *By 2007, 50% of respondents will report increased use of library-based electronic services (two or more times in a six-month period). Data Collection Method and Schedule: Biennial compilation of results of use surveys from grant projects.*

The survey was not conducted by most of the grant recipients. However, a statewide survey of library users, Friends, and Trustees indicates that eighty-nine percent (89%) of them have used the library-based electronic resources. The target may have been met.

- *By 2007, 75% of those people using library-based electronic information resources will report that they have benefited from that use. Data Collection Method and Schedule: Annual sampling and analysis of grant project records of results of their surveys of users.*

Eighty-nine percent (89%) of the responding residents reported that they had benefited from the use of library-based electronic services. The target was met.

### **C. Strategies, Services, and Activities:**

- 1. Networking Infrastructure Development and Support:** Develop, test, and support networking improvements that work in conjunction with or supplement existing networks in California, as established by the Library of California Act, the California Library Services Act, Teale Data Center, California State University System, University of California, Community Colleges, Medical Libraries, private academic libraries, etc.

Forty-five percent (45%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

When the California State Legislature decided to cease funding for the Library of California Act, the state's multitype library network program, LSTA funds supported the development of a new approach to multitype library resource-sharing through the creation of a single entity to achieve the same goals. "Califa" facilitates access to products and services that enable its member libraries to take advantage of economies of scale. LSTA funds also supported networking and interlibrary resource-sharing projects in different arenas during the five-year period.

Spearheaded by the University of California statewide system, a testing model for a sustainable Online Archive of California (OAC) was created to ensure permanent access to standardized metadata and digitized archives using a single point of access. This involved establishing formats and tools for encoding of and web access to archival materials for retrieval by libraries and people; it is the host for many of the digitized collections identified under the next strategy.

Building the groundwork for making libraries more visible where users do their searching in Internet search engines such as Google and Yahoo, LSTA funded subscriptions to OCLC WorldCat FirstSearch for public libraries. These subscriptions enhanced the expansion of OCLC WorldCat and Open WorldCat, OCLC's tool for holdings availability in Google and Yahoo. These subscriptions also assisted in the creation of the California Libraries Catalog (CalCat).

Earlier initiatives supported the demonstrations of the viability and effectiveness of a standards-based approach for distributed access to library resources within regional cooperative library systems. The rural public library jurisdictions in Inyo County and Trinity County were finally able to create integrated library systems; an integrated system was also established among Alpine County, Mono County, Riverside County, and San Bernardino County public libraries to facilitate resource-sharing. Other libraries, such as the Sons of the Revolution genealogical special library in Glendale, cataloged its collection and mounted the records online through OCLC.

National City Public Library established a statewide public library videoconferencing "Community of Practice" Network involving 40 libraries previously equipped with interactive videoconferencing capacity that would be used for training, administrative conferences, and public programs.

- 2. Development and Deployment of Electronic Resources:** Work with existing services and/or develop new resources where necessary to increase the number of electronic resources that are made available to Californians by their libraries of all types.

Fifty-one percent (51%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

During the first three years (2002/03 – 2004/05), LSTA funds primarily supported the development of digitized collections that became part of a local library's website, but were accessible to anyone. These specialized collections focused on such topics as Northeastern California Native Americans (California State University, Chico), San Fernando Valley history (California State University, Northridge), the California Underground Railroad (California State University, Sacramento), Silicon Valley history (History San Jose), early California populations (Huntington Library and Art Gallery), California labor history (Mountain Valley Library System), Japanese internment (Redwood City Public Library), California borders (San Diego Historical Society), Chinese theatre (San Francisco Performing Arts Center), early California photos (Society of California Pioneers), geographical survey maps (Stanford University), and the 1906 San Francisco earthquake (University of California, Berkeley). Local history materials were also digitized by public libraries for cities including Orange, Sacramento, and San Bernardino.

In order to assure quality control and standardized records, as well as to allow smaller libraries to participate, a new approach was developed and implemented in 2005/06 and 2006/07. It utilized the practices developed by the University of California's California Digital Library (<http://www.cdlib.org>) in consultation with the California State Library, described under the first strategy of this goal, to scan, digitize and describe local history materials in a central location and provide a permanent host for the electronic resources. Nineteen (19) public libraries participated during the first year and twenty (20) in the second year. The libraries providing primary source documents and photographs ranged statewide, from Humboldt County in the far north to Chula Vista in the far south. By providing an LSTA-supported centralized outsourced scanning service and an experienced consultant, libraries saved a tremendous amount of work and expense --- and the result is much greater access to information about the diverse nature of the citizenry and changes that have taken place in local communities.

Los Angeles Public Library spearheaded an initiative to provide access to subscription databases for California's fifteen (15) regional reference centers, which back up local libraries when their informational resources are inadequate to handle client questions. The LSTA project also supports access to the collections and internally created databases of Los Angeles Public Library.

For several years, LSTA funded the development of and support for the Librarians' Internet Index (<http://lii.org>). This Internet finding tool identifies and describes approximately 20,000 quality web sites related to news and informational sources with an emphasis on California content; it also includes a weekly newsletter on new sites, which has over 41,000 subscribers. In September 2006 alone, there were over 12 million hits on the web site itself.

“Libris Design” was an LSTA-funded project created to provide online assistance (<http://www.librisdesign.org>) in library facility design and renovation. Since millions of dollars in State funds have been allocated for library construction and renovation, this project assists them with making the best use of local/State taxpayer dollars and best meeting local community needs.

LSTA funds also supplemented Federal funding for the United States Newspaper Program. It enabled the University of California, Riverside to expand its preservation and digitization activities, particularly with regard to unique newspaper microfilms. This leveraged the work that the California Newspaper Project is doing under grants from the Library of Congress and the National Endowment for the Humanities. Related projects included summarizing index access to rural Northern California region’s newspapers and to identify titles for future filming, purchasing, and replacement of deteriorated microfilm. Examples include the Northwestern historical newspapers (Humboldt State University) and the activist African American newspaper “California Eagle” (Southern California Library for Social Studies and Research, at <http://www.socallib.org>).

- 3. Training in Use of Computers and Electronic Resources:** Working primarily through already-existing providers, increase the knowledge and skills of staff in libraries of all types in the use of computers and electronic resources.

Although the LSTA funds for this Strategy are negligible, most of the advances here can be attributed to the “Infopeople Program” described under Goal 3.

Contra Costa County Library provided training classes for local teachers about accessing, selecting, and searching library electronic resources so that these teachers, in turn, could provide the same instruction for their students. (Note that the comprehensive Infopeople project, described under Goal 3, devotes a large percentage of its classes toward improving computer skills for librarians statewide).

- 4. Affordable Internet Access:** Field test ways that LSTA resources can assist California libraries in providing user access to the Internet in a manner that is both cost effective and user friendly.

A small amount of LSTA funds were awarded under this Strategy because the “Infopeople Program” (Goal 3) and the Gates Foundation enabled much of the advances.

In collaboration with the California State Department of Education, the Peninsula Library System (a cooperative organization of public libraries south of San Francisco) created audio/video-enhanced PowerPoint slide presentations available via a website and a webcast to disseminate information and guidance about the Federal Education-Rate (E-Rate) telecommunications subsidy program and the State-funded companion program (California Teleconnect Fund) for public and school libraries. By 2004, the number of libraries applying for and receiving those funds increased, resulting in increased public accessibility to electronic informational resources.



Individual libraries also launched telecommunications initiatives in response to local community needs. For example, Stanislaus County Library trained 57 volunteer teachers to provide computer instruction to seniors, Spanish-speaking people, and under-employed persons in this rural county; San Diego County Library is sponsoring a similar series of Internet classes in Arabic, Chaldean, and Kurdish for its Iraqi residents; and South San Francisco Public Library is providing basic computer skills training for middle school children to help them with their homework. San Bernardino County Library targeted preschoolers and their parents for instruction.

**5. Library Initiatives:** Encourage individual or groups of libraries of all types to develop projects to model and test additional services and activities to support this Goal.

Three percent (3%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

National City Public Library provided an after-school training session for junior and senior high school students that trained them in multi-media software and design skills, which they then used during internships with local businesses and organizations to create web sites.

Anaheim Public Library tested wireless technology to link its bookmobile to the library's online catalog. The online system works 98% of the time, and a user satisfaction survey showed that 92% of the people in the low-income neighborhoods served by the bookmobile prefer the new online system.

Taft College partnered with local schools and Kern County Library branches to establish an interactive videoconferencing center for educational and cultural programs for students and the general public. Five programs were offered during its first year, with topics ranging from "Brown vs. Board of Education" to a virtual visit to the Ocean Institute. Foster the availability of a trained and proficient library work force.

**LSTA GOAL #3: Foster the availability of a trained and proficient library work force through such programs as statewide recruitment of new librarians and paraprofessionals, a library practitioner certificate program, and training for library staff services they need to in improve in areas identified in various continuing education needs assessments, to assist Californians obtaining the information they need to improve their skills and knowledge.**

**Progress Towards Goal:**

Made progress towards this goal. However, the need for library recruitment as the Baby Boomers retire --- and the need for new training for people who graduated from library school some 10-15 years ago increases --- are such that it will take a number of years of effort to meet this goal.

This Goal received \$11,700,719 (22% of the total) of the LSTA funding for individual libraries and regional/statewide library organizations over the five-year period, with public libraries and the library organizations receiving the most support.

Libraries in rural areas received \$1,492,426 (approximately 10%) of the funding, those in mostly rural libraries received \$366,200 (approximately 3%), those in urban areas received \$4,534,410 (approximately 32%), those in mostly urban areas received \$249,377 (approximately 2%), and regional/statewide library organizations received \$7,584,419 (approximately 53%) of the LSTA funds directed for this Goal. Public libraries and regional/statewide library organizations received the highest amount of the LSTA funds under this Goal.

#### **A. Key Objectives to Be Measured, with Targets:**

- *By 2007, 500 library staff members will have received support in securing their MLS degree. Data Collection Method and Schedule: Annual compilation and analysis of records supplied by libraries with staff members participating in the program.*

Three hundred, twenty (320) library staff members received tuition support during the five-year period. The target was not met.

- *By 2007, 50% of staff members in participating libraries will have attended three or more workshops/institutes for in-service training. Data Collection Method and Schedule: Surveys, in 2004/05 and 2006/07, of training records supplied by libraries with staff participating in the program.*

Seventy-one percent (71%) of the participating libraries achieved this goal. The target was met.

- *By 2007, 250 staff members of California libraries will have received support in securing paraprofessional degrees. Data Collection Method and Schedule: Beginning in 2003/04 annual survey of records supplied by libraries with staff participating in the program.*

An LSTA grant program allowed current public library employees to receive tuition support for coursework leading to paraprofessional degrees. Over the two year period when this program was funded, only five awards were made: the grant awards were so low that the individual library's actual grant administrative costs exceeded them. The program was discontinued due to the lack of response and the costs associated with grant administration at the local level. The target was not met.

#### **B. Key Outcomes to Be Measured, with Targets:**

- *By 2007, 200 new librarians who participated in the support program will be employed in California libraries serving the public. Data Collection Method and Schedule: Beginning in 2003/04 annual survey of staff who received support.*

Ninety-seven (97) students were awarded their MLS/MLIS degrees during this five-year period, with another 94 expected within the next five years. It was a condition of grant award that they must remain employed at their library for a year after they receive their degrees. However, they

are allowed to work at nearby public libraries if their library doesn't have a librarian opening for them upon graduation. The target was not met.

- *By 2007, 50% of respondents participating in those training programs will report and demonstrate new attitudes and skills in their delivery of service as a result of their participation in workshops/institutes supported by LSTA. Data Collection Method and Schedule: Followup questionnaire, annually, beginning in 2004, to staff who received support, for self-report assessment identifying the areas and quantity of improvement.*

Due to budget constraints the follow-up questionnaire was not conducted. However, a sampling of participant evaluations at the Infopeople workshops conducted during 2007 indicate that 29% learned more than they had anticipated and 52% learned as much as they could absorb. On a ten-point scale, with 10 being the highest, 49% ranked the workshop presenter's effectiveness as a 10 and 25% ranked it as 9. In addition, 84% of the respondents considered the workshop materials themselves very helpful and plan to use them again.

- *By 2007, 100 paraprofessionals who participated in the support program will be employed in California libraries serving the public. Data Collection Method and Schedule: Beginning in 2003/04 annual survey of staff who received support.*

An LSTA grant program allowed current public library employees to receive tuition support for coursework leading to paraprofessional degrees. Over the two year period when this program was funded, only five awards were made: the grant awards were so low that the individual library's actual grant administrative costs exceeded them. The program was discontinued due to the lack of response and the costs associated with grant administration at the local level. The target was not met.

### **C. Strategies, Services, and Activities:**

- 1. Statewide Staff Recruitment Campaign:** Increase number of staff with specific library services training by cooperating with library schools, four-year colleges, and community colleges to continue and expand the current staff recruitment program into additional public libraries and into libraries of all types which serve the public.

Seventeen percent (17%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The primary LSTA program funded under this strategy was the "Public Library Staff Education Program," which provided tuition reimbursement for existing staff in public libraries and public county law libraries who were pursuing a master's degree in library and information studies (MLS/MLIS) in an ALA-accredited graduate program. Over the five-year period of this report, three hundred, twenty (320) students received tuition support while working for one hundred (100) public library jurisdictions and five (5) county public law libraries. Those funds enabled ninety-seven (97) students to receive their MLS/MLIS degrees during that same five-year period. Since the students work in libraries while they attend classes, it takes longer for them to

complete their degrees; the anticipated graduation dates for other students funded during the five-year period are 2007 (47 students), 2008 (39 students), 2009 (6 students), and 2010 (2 students).

As a condition for receiving a grant award, students must remain employed at their library for a year after they receive their degrees. However, if their library does not have a librarian position opening for them upon graduation, they may fulfill this requirement by working for a year at a nearby public library that has a librarian position available.

- 2. Library Staff Continuing Education:** Collaborate with library schools and other continuing education providers to develop, test and implement training programs/activities to improve the library service skills and knowledge of library staff of all types.

Sixty-five percent (65%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The primary program under this strategy was “Infopeople Program,” a multi-year initiative that began when Internet was an emerging technology and librarians needed extensive training (and re-training, as the technology evolved) to enable them to use the Internet and train their users in accessing it successfully. A major evaluation of the program resulted in a major shift in its direction: rather than continuing as a computer training program, it became a library-training program covering multiple subjects that included improving librarians’ computer skills.

As supported by LSTA during the last five years, Infopeople (<http://www.infopeople.org>) has conducted 220-250 on-ground workshops each year with over 4,000 participants (who also pay a modest registration fee) annually. Some 150 topics have been addressed; the subjects during 2006 ranged from “Beyond the Bookshelf: Teen Programming” and a “Building Leadership Skills” series to “Survival Spanish for Library Staff.” The program also included asynchronous web courses, interactive videoconferences, and webcasts. The approximately 100 webcasts are archived on the site’s own website (<http://infopeople.org>) and are free for all viewers; the webcast topics during 2006 included “Skill Building Supervisor,” “Homeless People in the Library: Legal Issues,” and “Ten Things You Need to Know Before Disaster Strikes.”

Expanding upon the successful tuition reimbursement program described under Strategy 1 above, LSTA funds supported the participation of library directors/executive managers without MLS degrees in a California State University, San Jose library school program to upgrade their skills over a three-year period. This involved annual two-week on-campus training, supplemented by online coursework and interaction throughout the year. Six public libraries initiated their participation in the fieldtest of this training, which began in 2005/06.

Other LSTA-funded projects related to the training needs of public library directors statewide. The turnover of these chiefs over the last ten years resulted in a multi-day orientation for the newcomers: a multi-day “Orientation for Public Library Directors” conference in 2004/05. A subsequent session the following year was the “Public Library Directors’ Forum” where training

was provided, information was shared, and input was gathered for statewide direction. Almost all of the targeted participants chose to attend these sessions.

Native American tribal librarians obtained training in the provision of library and information services responsive to their individual tribes to make those services equal to those services provided by public libraries statewide. Coordinated by the North State Cooperative Library System, a cooperative organization of public libraries in the northernmost region of California, the program addressed the information needs of the indigenous tribal communities of northern California, where the overwhelming majority of Federally recognized tribes are located.

The Metropolitan Cooperative Library System (an organization of public libraries in the Los Angeles area), in partnership with the California State Library, established a collection of library training videos that are loaned at no charge to libraries statewide for use in training events.

**3. Library Practitioner Certificate Program:** Coordinate with the Western Council of State Libraries and other organizations and academic institutions interested in the development of library staffing to complete modeling, testing, and implementation of the proposed Library Practitioner Certificate program.

No LSTA funds were expended specifically for this Strategy; it was incorporated into Strategy 1. However, there were several significant results.

The California State Library worked with the Western Council of State Libraries on developing and implementing a Library Practitioner Certificate Program, using State funds to support this preparation.

A strand of the Public Library Staff Education Program, described under Strategy 1, allowed current public library employees to receive tuition support for coursework leading to paraprofessional degrees. Over the two year period when this strand was funded, only five awards were made: the grant awards were so low that the individual library's actual grant administrative costs exceeded them. The strand was discontinued due to the lack of response and the costs associated with grant administration at the local level.

**4. Rural Library Services Development Program Plan:** Complete implementation of the Rural Library Services Development Program Plan (2001-2004) through a combination of statewide and individual library projects/activities.

Twelve percent (12%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The multi-year "Rural Initiative" (<http://rurallibraries.org>), supplemented by grants to individual rural libraries under other goals/strategies, was the primary program addressing this strategy. A three-year plan (plus a two-year update) for meeting the library and information needs of rural Californians --- who reside upon approximately 33% of the state, in deserts, mountains, and remote areas --- provided the guidance for the projects implemented under this strategy.

The program encompassed access to services, materials, and training using remote access technologies (videocasting and webcasts, some interactive among the various locales), on-site workshops, and an electronic clearinghouse/training/discussion group website. The Rural Initiative trained CALTAC (California Association of Library Trustees and Commissioners) to train the boards of public libraries, which they then provided in rural areas statewide; the train-the-trainer programs were videotaped and archived for the use of new CALTAC members.

Several new public services were fieldtested in rural libraries. The “Virtual Meeting Room” provided audioconferencing and webconferencing equipment so that local community groups could “meet” in public libraries without meeting rooms and/or in areas so widespread or experiencing weather conditions so severe that face-to-face meetings would be difficult to impossible to achieve. The “Book Club in a Box” program provided rural libraries with all the components necessary to implement a local book discussion program, from discussion guides to promotional materials.

**5. Library Initiatives:** Encourage individual or groups of libraries of all types to develop projects to model and test additional services and activities to support this Goal.

Five percent (5%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

Individual libraries and groups of libraries fieldtested additional LSTA-funded projects to fulfill this goal.

In the area of recruitment, for example, Glendale Public Library created a library internship program for teens in its urban community so that they would consider librarianship as a potential career path. The County of Los Angeles Public Library employed older interns (undergraduate college students) as assistants in the branches for their Summer Reading Program, both encouraging them to consider librarianship (especially children’s librarianship) as a career and enhancing the local services for children. “From Interns to Library Leaders,” a program of the Metropolitan Cooperative Library System (an organization of public libraries in the Los Angeles area), targeted library school students for internships in member libraries to encourage them and train them for public librarianship careers.

The CORE (California Opportunities for Reference Excellence) project updated the basic reference skills curriculum provided on-ground in the late 1980s and early 1990s for front-line library staff. The new 5-course program is now available online and covers such topics as finding and evaluating ready reference sources and the Internet as well as specialized subjects (medical, legal, business, and genealogy). In a related effort, 20 Southern California tribal libraries received core reference collections reflecting the CORE curriculum and enabling the best possible utilization of the training.

**LSTA GOAL #4: Encourage and assist libraries to aid people with disabilities in their communities to improve their skills, status, and life condition through projects that increase their access to more responsive library services, such as specific service planning**

**programs and training, increased availability of adaptive technology, and access to materials in appropriate, specialized formats.**

**Progress Towards Goal:**

Made progress towards this goal. The development, fieldtesting, and implementation of a program to address the goal required extensive time, and much more effort and resources are necessary to achieve it in all libraries and all types of libraries statewide.

This Goal provided LSTA support for individual libraries and regional/statewide library organizations in the amount of \$1,432,457 (3% of the total), with all of the LSTA funding going to public libraries and regional library organizations.

Libraries in rural areas received \$248,518 (approximately 5%) of the funding, those in mostly rural libraries received \$134,112 (approximately 2%), those in urban areas received \$4,532,010 (approximately 83%), those in mostly urban areas received \$101,904 (approximately 2%), and regional/statewide library organizations received \$464,189 (approximately 8%) of the LSTA funds directed for this Goal. Public libraries received the highest amount of the LSTA funds under this Goal.

**A. Key Objectives to Be Measured, with Targets:**

- *By 2007, at least 2 staff persons in each public library will participate in a training program on library and information services for people with disabilities. Data Collection Method and Schedule: Survey of all public libraries in 2003/04 and 2007 re their training records.*

Forty-percent (40%) of the public libraries achieved this goal, but the target was not met.

- *By 2007, at least 50 school library staff, 50 academic library staff, and 50 special library staff will participate in a training program on library and information services for people with disabilities. Data Collection Method and Schedule: Survey of school, academic, and special libraries re their training records in 2006 and 2007.*

Forty-six percent (46%) of the academic libraries and 22% of the special libraries achieved this goal. Information is unavailable at this time about the school libraries. The target may have been met.

- *By 2007, 20% of public library sites (i.e. main & branch locations) will have planned and implemented a service program for people with disabilities. Data Collection Method and Schedule: A 2006/07 survey of public libraries re their records of service implementation.*

Forty-percent (40%) of the public library sites planned and implemented a service program for people with disabilities. The target was met.

- *By 2007, each participating library will receive at least one product or tool to assist it in serving people with disabilities. Data Collection Method and Schedule: Ongoing tally by CSL of products/tools provided to each library involved in the training program.*

Twenty-seven (27) public library jurisdictions received collections to assist staff and their users; these were the libraries participating in the training program. The target was met.

## **B. Data Collection Key Outcomes to Be Measured, with Targets:**

- *By 2007, 50% of public library training participants will report and demonstrate new attitudes and skills in their delivery of library and information services to people with disabilities. Data Collection Method and Schedule: Followup survey of training participants, annually beginning in 2004/05, re actual service delivery improvements.*

Between 100% and 54% of the participants at the three multi-day training sessions achieved each of the eleven learning outcomes.

The target was met.

- *By 2007, 50% of school, academic, and special library training participants will report and demonstrate new attitudes and skills in their delivery of library and information services to people with disabilities. Data Collection Method and Schedule: Compilation of annual reports from school, academic, and special libraries re their surveys of training participants, beginning in 2005.*

Although this was a worthy goal, preparing and conducting the initial program for public libraries took longer than originally anticipated and the other types of libraries were not engaged. However, it is noteworthy that a poster session (a large display staffed by the participating libraries) and a conference program at the California Library Association's annual conference attracted over one hundred people from libraries of all types. The target was not met.

- *By 2007, 50% of participating public library sites will report 100% increase in usage by the target population. Data Collection Method and Schedule: Annual survey of participating public libraries re their usage records.*

While the increase in usage is dramatic in the participating libraries, it will take more time to determine if the outcome measure (with its targeted 100% increase in usage) has been met.

- *By 2007, 20% of the citizens in 50% of participating public library sites will be aware that their local library provides accessible services for people with disabilities. Data Collection Method and Schedule: Biennial sample survey of local people with disabilities in communities served by participating public libraries beginning in 2004/05.*



Overall, 61% of all respondents in the communities of the participating libraries (as contrasted with 37% of all respondents in the communities of the control group libraries) reported that they knew about the library's services for people with disabilities.

Respondents who indicated they had a disability that affected their use of the library showed an increase in awareness of services for people with disabilities from the pre- to the post-project community survey. Awareness was examined by type of reported disability and increased in all categories.

The target was met.

- *By 2007, 20% of participating libraries will have new and/or enhanced services to people with disabilities. Data Collection Method and Schedule: Sample survey in 2006/07 of people with disabilities in communities served by participating libraries.*

Each library completed a scan detailing the types of services available at the library in 2003 and again in 2004. When the overall number of services offered by each library was reviewed, the participating libraries showed an increase in every category (alternative formats, accessible technology, and special services). In contrast, the control group of libraries showed an increase in one category, no change in one category, and a decrease in two categories.

On average, the participating and control libraries showed similar availability of services prior implementation of the Public Library Services for People with Disabilities Program. In the year since program implementation, the participating libraries have added an average of nineteen services, and the control group libraries have lost an average of three services.

The target was met.

- *By 2007, 50% of people with disabilities who have used a local library service will report that the library and its services are more welcoming, relevant, and/or easy to use. Data Collection Method and Schedule: Compilation and analysis of surveys of users taken by libraries participating in the program.*

Community surveys for the participating libraries showed a reduction in all barriers for those with disabilities. The largest reduction was in difficulty using the computers (-15%). Hours open and inability to find or reach materials both decreased by 12%.

The satisfaction ratings at the participating libraries improved from the pre-test (adequate to good) to the post-test (good to outstanding). Post-test ratings for ease of using the library, accessibility of books and materials, library services for people with disabilities, attitudes of staff while assisting people with disabilities, and library services overall were all between good and outstanding. The pre-test ratings were between adequate and good.

The target was met.

### **C. Strategies, Services, and Activities:**

**1. Improving Library Services for Persons with Disabilities:** Develop, test, and implement a statewide project to increase responsive services to persons with disabilities, beginning in public libraries for the early years of this plan and then moving on to libraries of all types before the completion of this plan.

Thirty-one percent (31%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

Twenty-one percent (21%) of Americans have a disability, a condition or disease that limits a person's ability to perform a major life activity, such as communicating, walking, and working. As the country's Baby Boomers retire and as more at-risk babies are saved at birth, that percentage increases. For public libraries, the major challenges include a lack of knowledge about the assistive technologies now available to assist them in providing services to people with disabilities and a lack of training on how to serve them best.

A multi-year initiative, "Public Library Services for People with Disabilities," provided extensive training for local teams of librarians and relevant community partners in improving public library services for the population group most in need. The libraries conducted an initial community scan, a survey, and focus group sessions. The training involved disability sensitivity/awareness, attendance at the exhibits of the unique California State University, Northridge's annual conference on disabilities, and one-on-one consultative assistance from experts in the field.

Twenty-seven (27) public library jurisdictions participated in the full program; this involved the required training and ongoing community involvement (i.e., an advisory board). Each library was also asked to identify a specific disability for its initial focus for a subsequent grant, although universal design applications addressing multiple disabilities were encouraged. The disabilities most frequently identified by the libraries for local implementation were mobility and learning disabilities; median focuses fell upon developmental disabilities, vision, and aging-related disabilities; several libraries also selected special needs children and hearing disabilities. Mental illness was the only major unaddressed disability.

A pre- and post-project study of services and community awareness was conducted for a sample group of five participating libraries and a control group of two non-participating libraries. The post-project survey results: increase in community awareness of services for people with disabilities—61% for participating libraries, 37% in control libraries; reduction of barriers to library use—15% reduction in difficulty using computers in participating libraries; increase in satisfaction with library services—overall satisfaction in participating libraries rating was between good and outstanding (pre-test ratings were between adequate and good); increase in services available for people with disabilities—the initial library scan of services available in 2003 and 2004 were divided into three sections: alternative format materials, special services, and assistive technology. Participating libraries showed increases in every category, and the

control libraries showed an increase in one category, no change in a category, or a decrease in two categories.

**2. Library Initiatives:** Encourage individual or groups of libraries of all types to develop projects to model and test additional services and activities to support this Goal.

Sixty-nine percent (69%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The twenty-seven public libraries participating in the “Library Services for People with Disabilities” statewide program each received grants to implement their projects. They did so successfully. For example: two children with learning disabilities at the City of Commerce Public Library raised their reading ability by two grade levels; 66% of the people with aging-related disabilities reported a lessening of isolation due to the Marin County Free Library’s new “Library Beyond Walls” service; Mono County Free Library’s focus on children with leaning disabilities resulted in a report showing that 84% of those children began using the library regularly—both because of the new services and the policy changes, which gave them longer loan periods and fine-exempt status—and convinced their parents to bring them there; and San Diego Public Library, which emphasized services for young adults with developmental disabilities, reported a rise in student self-esteem and work-place skills because they could now use computers, too.

The community interaction and partnerships achieved by these libraries throughout the process assures the continuation of the services. The Alhambra Rotary Club donated \$3,000 to the public library for computer workstations; Sutter County Library received funds from the local Head Start, Kiwanis, and Ford, Inc. to help serve library users with disabilities. The City Council of Commerce (City of Commerce Public Library) provided \$20,000 in new, ongoing library funds to continue the program for children with learning disabilities along with \$10,000 for a special computer supporting the program. Long Beach Public Library received \$9,000 from the Archstone Foundation for library materials to expand its program for homebound readers. Crescent City committed \$50,000 in block grant funds for Del Norte Public Library District’s program next year, and the county itself provided \$37,000 in community development block grant funds to improve the physical accessibility of the library.

In addition, public libraries outside the targeted program described above in Strategy 1 also used LSTA funds to serve people with disabilities. For example, Kern County Library added computer workstations with assistive technology to create a seniors computer lab and held twenty-four (24) computer literacy classes specifically geared to seniors’ learning styles and interests as well as their information needs. In the post-training evaluation, the computer competency rates were 70% in two of the three major training modules. Using a different approach, Newport Beach Public Library provided services to homebound seniors involving Internet training, delivery of library materials to a senior center, and pairing high school students and other volunteers with retirees in a joint reading project. Surveys of the homebound seniors demonstrated that people thought that the library’s e-mail request program successfully filled their requests for library materials and that the tailored services filled their informational needs.

**LSTA GOAL #5: Encourage and support California libraries, through a variety of state and locally developed projects, to review and revise their services so they are best able to assist Californians in improving their skills, knowledge, status, and life condition.**

**Progress Towards Goal:**

Made progress towards this goal. Continual review and revision of local services are necessary as the state's demographics and people's information needs continue to change.

This Goal supported individual libraries and regional/statewide library organizations with \$8,351,060 (16% of the total LSTA funds awarded), with the majority of the funds going to public libraries and regional/statewide organizations.

Libraries in rural areas received \$323,199 (approximately 3%) of the funding, those in mostly rural libraries received \$759,516 (approximately 8%), those in urban areas received \$4,528,010 (approximately 46%), those in mostly urban areas received \$448,609 (approximately 5%), and regional/statewide library organizations received \$3,726,075 (approximately 38%) of the LSTA funds directed for this Goal. Public libraries and regional/statewide library organizations received the highest amount of the LSTA funds under this Goal.

**A. Key Objectives to Be Measured, with Targets:**

- *A minimum of 1,000 technology-based solutions will be tested in libraries of all types by 2007. Data Collection Method and Schedule: Annual survey of California libraries beginning in 2002/03.*

Fifty-seven percent (57%) of the public libraries achieved this goal, as did 48% of the academic libraries and 56% of the special libraries. The target was met.

- *A minimum of 20% of libraries of all types (other than school libraries) will participate in a formal planning process and submit a copy of their plan to the State Library by 2007. Data Collection Method and Schedule: Survey of California libraries in 2003/04 and 2006/7.*

Forty-three percent (43%) of the public libraries, 72% of the academic libraries, and 33% of the special libraries conducted a formal planning process. The target was met.

- *A minimum of 25 school libraries will participate in a formal planning process and submit a copy of their plan to the State Library by 2007. Data Collection Method and Schedule: Annual survey of school libraries beginning in 2004/05.*

The California State Department of Education recently made a requirement that all school districts receiving State funding for library services must initiate and submit such a plan, on the

district and school level, as part of the change in funding for school libraries. The target was met.

- *By 2007, 15% of libraries of all types which have completed a formal planning process will have made service changes/revisions to be more responsive to their community as a result of the process. Data Collection Method and Schedule: Biennial survey of California libraries re their users.*

Ninety-five percent (95%) of the public libraries, 91% of the academic libraries, and 60% of the special libraries made changes as a result of the formal planning process. Although results from the school libraries are not yet available, the target was met.

- *20 new public awareness campaigns will have been developed and implemented at the local, regional, or state level by 2007. Data Collection Method and Schedule: Survey of California libraries of all types in 2004/05 and 2006/07.*

Forty-three percent (43%) of the public libraries, 50% of the special libraries, and 38% of the academic libraries have initiated such a public awareness campaign. While no statistics are available on school libraries, the target was met.

- *By 2007, 500 participating libraries will offer new resources or services and/or improved access to their collections. Data Collection Method and Schedule: Beginning in 2004/05, conduct annual surveys of participating libraries.*

One hundred percent (100%) of the academic libraries, 93% of the public libraries, and 89% of the school libraries reported new resources or services or improved access to their collections. The target was met.

## **B. Key Outcomes to Be Measured, with Targets:**

- *By 2007, 75% of users of all participating libraries that have used a formal planning process will report that the library meets their needs and that they plan to return. Data Collection Method and Schedule: Formal, outside followup study of library users, in 2004 and 2006, re level at which library now meets their needs.*

Due to budget restraints, this survey was not conducted on a statewide basis.

- *By 2007, at least 80% of residents of over 5 years of age in areas that have mounted a public awareness campaign will report that they have heard about the library. Data Collection Method and Schedule: Biennial, professional telephone surveys of residents.*

A sampling survey of residents in the Fresno/Central Valley region (one of the five regions for the statewide campaign) was conducted and reported in the META Research Report "California State Library: Awareness of the Fresno Media Campaign." It showed that: 84% of the

respondents were aware of at least one aspect of the campaign and that approximately six in ten rated it as “good” or “excellent” in terms of making people more aware of the value of reading and of public libraries. It is noteworthy, too, that new borrowers increased by 32% in the Fresno County Library and that circulation of library materials increased by more than 13% than any other quarter in the library’s history.

The outcome measure was met.

### **C. Strategies, Services, and Activities:**

- 1. Community-based Library Services Planning:** Encourage both locally-generated and statewide projects which train library staff in the conduct and implementation of community-based library planning processes and assist in the implementation of formal, community-based planning by libraries of all types, with special, initial focus on supporting and strengthening existing school libraries.

Twenty percent (20%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The major initiative under this strategy was the multi-year “California Cultural Crossroads” program, involving training and onsite assistance for public libraries in developing local collaborative relationships on an ongoing basis to provide cultural programs for specific ethnic populations within the community. Eleven (11) public library jurisdictions participated in the project. Focus populations ranged from African Americans (Stockton-San Joaquin County Public Library) and Latinos (San Diego Public Library) to farm workers (Fresno County Library).

A four-year initiative, “Listening in a Good Way,” helped California Indian tribes identify their library and resource needs, also working with the Native American communities to develop culturally-appropriate and community-based model multi-media audiovisual projects and web accessible interactive learning tools.

Other LSTA-supported projects assisted libraries in adapting and improving their services to their local communities. These included a multi-day conference for local librarian-community teams statewide on “Partnerships for Community Learning” (Cerritos Public Library), a study of existing and potential models of public library organization (Sacramento Public Library), an investigation of RFID (Radio Frequency Identification) technology so that libraries and their local governing boards would have the information, analysis, and methodology necessary to make informed decisions (Bay Area Library and Information System, a cooperative organization of public libraries in the San Francisco region), and a customer experience analysis that is gathering first-hand data on the observations of people’s behavior in two libraries --- one with a traditional service approach and one that has used a more innovative approach to customer relations --- in preparation for the creation of Customer Service Standards for public library operations, environments, and building design (San Jose Public Library).

- 2. Serving Clients with Special Needs:** Encourage both locally generated and statewide projects to model, test, and implement more responsive services to library clients with

special service needs.

Because the major target audiences for this objective were related to literacy and people with disabilities, addressed under Goals 1 and 4 respectively, no additional funds were expended here.

- 3. From Non-user to Library Patron:** Support development and testing of both locally generated and statewide projects to identify the needs of non-users that are not currently being met, to develop and test appropriate library services to respond to those, and to publicize these services to these new clientele.

Nineteen percent (19%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The major initiative under this strategy was the “Services for Small Businesses in a Box” program, involving forty (40) public library jurisdictions statewide. It addressed the information needs of the owners and employees of the 2.5 million small businesses in California, the overwhelming majority of which employ less than ten people and consequently lack a corporate librarian. The “Box” was a pre-packaged program for public libraries that wanted to expand their services for small businesses. The participating libraries received four days of training, customized outreach materials (posters, postcards, bookmarks, letterhead), two subscription databases, a website (<http://smallbizinfopeople.org>) that the participating libraries could customize for its own website or link to from its website, and a small grant of \$7,000-10,000 to implement the program in response to local needs. The libraries were required to send people to the training sessions, to involve the community (pre- and post-project surveys; focus groups; advisory bodies), and to use some of their grant funds to present at least four business seminars. From the pre-project stage to the end of the grant period, public awareness of the library’s services for small businesses increased by 514 percent. More importantly, the number of owners who reported that the library had directly benefited their small businesses increased by 146 percent. In addition, five larger public libraries received larger grants to develop and test alternative models for improving business

**4. Approaches to Meeting the Changing Library Needs of Californians:**

Encouraging locally generated and statewide projects, which develop and test both technologically and non-technologically oriented solutions to meeting these changing needs.

Thirty-three percent (33%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

Under this strategy, the “Global Languages Materials” program was the primary emphasis. One hundred, thirty-nine (139) public libraries acquired non-English and bilingual materials in all formats to assist new immigrants in understanding and participating in California and American society. The libraries received LSTA grants ranging from \$3,000 to \$100,000, with the award amount dependent upon the annual immigration counts as collected by the California state government. The libraries were required to involve their communities in identifying the greatest needs and providing input on desirable formats and, where applicable, recommending titles through surveys, advisory groups, and interaction with relevant community organizations. The

major purchases by language of the targeted population groups were Spanish, Chinese, Russian, Farsi, Korean, and Vietnamese.

Cerritos Public Library received LSTA support for two statewide conferences, one on “New Service Models for Sustainable Libraries” and one directed toward public library trustees, to adapt their local service program to better fit changing community needs.

In another arena, a statewide statistical data collection program allowed public libraries to identify peer libraries and compare public libraries within California and across the country on hundreds of different measures, including circulation, attendance and registered borrowers, library collections and services, and fiscal breakdowns. The Silicon Valley Library System, a cooperative organization of public libraries headquartered in San Jose, also developed a best practices manual and automated processing system of returned library materials so that users would have increased access to the collection and staff would have more time to provide direct customer service.

Individual libraries addressed this strategy, ranging from a Senior Internet Training program at Glendale Public Library to San Diego Public Library’s creation of an immigrant/refugee web portal in Somali, English, and Vietnamese that collects and archives the histories of the newcomers as well as the provision of information on survival skills (citizenship, computer use, etc.).

**5. Library Services Awareness Campaigns:** Complete the currently planned library awareness campaigns and encourage the development of others as defined by libraries of all types.

Nine percent (9%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The final year of a multi-year program, the “California Campaign for Libraries,” occurred in 2002/03 in the final targeted region: the Central Valley and the Sacramento/Stockton media markets. The multi-lingual, multi-media campaign promoted the use of public libraries through network and cable Public Service Announcements (PSAs), radio PSAs, and outdoor advertising that featured local spokespeople and celebrities in the five major media markets of California: San Diego, Los Angeles, San Francisco, Sacramento/Stockton, and Fresno/Bakersfield. An evaluative post-project study of the Fresno campaign revealed that a majority (84%) of the residents were aware of at least one aspect of the public awareness campaign and that 60% of them rated it as “good” or “excellent” in terms of making people more aware of the value of reading and of public libraries. In addition, Fresno County Library tracked an increase of 32% new borrowers and its materials circulation rose up 13% for the highest circulation in the library’s history.

Individual libraries and library groups subsequently followed up on the statewide campaign. San Luis Obispo City-County Library fieldtested and prepared guidelines for libraries to adapt and implement the statewide campaign locally. The Metropolitan Cooperative Library System, a cooperative organization of public libraries in Los Angeles County, took a different approach



based on the Public Library Association's "Smartest Card" promotional campaign and distributed materials to libraries statewide to help them make all Californians aware of the services and resources available to them through public libraries.

Other libraries developed and implemented programs uniquely designed for their own communities. For example, Riverside County Library System directed an outreach and services program towards Hispanic residents who did not use the public library and Oakland Public Library is creating a ten-minute DVD that introduces the library and its services to immigrant groups and non-library users in English, Spanish, Cantonese, and Mandarin languages.

The State of California supports a law library in each county for the public, yet relatively few people are aware of their existence. The San Diego County Public Law Library spearheaded an initiative to reach out to self-represented litigants (i.e., those people not retaining a lawyer) and give them better access to legal information and knowledge about the court system; the legal literacy training sessions for the public were conducted in English and Spanish. Classes were also provided to public librarians, improving their expertise and facilitating referrals/interlibrary loans between them. In a second year, train-the-trainer courses and curriculum guides were provided for the other county law librarians statewide. In a related project, Riverside County Law Library created a public law library website (<http://www.publiclawlibrary.org>) to expand public access to and knowledge of the resources available to them statewide; it includes county-specific information.

**6. Library Initiatives:** Encourage individual or groups of libraries of all types to develop projects to model and test additional services and activities to support this Goal.

Nineteen percent (19%) of the LSTA funds awarded to individual libraries and regional/statewide library organizations under this Goal advanced the Strategy.

The multi-year "California Preservation Program," in which a core group of specialists from different types of libraries (academic, public, special) coordinates preservation services for libraries statewide, responds to the key needs of the state. It deals with two priority areas: planning and preparation for the future (digitization standards and guidelines, for example) and direct services for libraries now (disaster recovery workshops, preservation/conservation training, site surveys for local preservation plans, 24/7 toll-free emergency response and assistance, an online clearinghouse, etc.) The LSTA-supported program proved so successful that in 2007 the National Endowment for the Humanities awarded it a two-year grant to deliver similar services for the ten western states and three Pacific territories, which have lacked the equivalent of a centralized preservation service provider similar to those in other regions of the United States.

Individual libraries also initiated projects relating to this strategy. For example, the Jewish Community Library of Los Angeles worked with a branch of Los Angeles Public Library to sponsor a series of Jewish cultural programs; Imperial County Free Library worked with its Hispanic community to make its services and resources more responsive to their needs; and South San Francisco Public Library transformed its Community Learning Center serving the Old

Town neighborhood from a direct service delivery approach to one developing and implementing partnerships that facilitates access to employment, job training, family support resources, and related educational services.

### III. RESULTS OF THE IN-DEPTH EVALUATION

This section contains an in-depth evaluation of the “Public Library Services for People with Disabilities” program, supported by LSTA funds during the five-year period 2002/03 – 2006/07. It represents almost 90% of the LSTA funds expended under California’s Goal 4. The evaluation focuses on the impact of Federal funds by the Californians served by 27 participating public library jurisdictions.

The two in-depth evaluations are based on the final report of Independent Consultant Rhea Rubin, who worked with the program (Appendix B) and the pre- and post-project study conducted by an outside consulting firm of a sampling of the participating libraries and a control group of non-participating libraries (Appendix C). All the individual projects also included outcome measurement.

Twenty-one percent (21%) of Americans have a disability, a condition or disease that limits a person’s ability to perform a major life activity, such as communicating, walking, and working. As the country’s Baby Boomers retire and as more at-risk babies are saved at birth, that percentage increases. For public libraries, the major challenges include a lack of knowledge about the assistive technologies now available to assist them in providing services to people with disabilities and a lack of training on how to serve them best.

**Project Description:** The three-year initiative “Public Library Services for People with Disabilities” provided extensive training (nine days over a six-month period) for local teams of librarians and relevant community partners in improving public library services for the population group most in need. The libraries conducted an initial community scan, a survey, and focus group sessions. The training involved disability sensitivity/awareness, attendance at the exhibits of the unique California State University, Northridge’s annual conference on disabilities, and one-on-one consultative assistance from experts in the field.

Twenty-seven (27) public library jurisdictions participated in the full program; this involved the required training and ongoing community involvement (i.e., an advisory board). Each library was also asked to identify a specific disability for its initial focus for its own project, which was carried out in the final year.

#### **How Well the Project Met the Goal and its Stated Outputs and Outcomes:**

**1. Training:** In December 2002, the participating libraries sent a team of two people to *workshop number one* for training on disabilities themselves and on the first four steps of the planning process. The learning outcomes defined for the workshop were:

- Participants will be able to explain the special library needs of people with at least two of the seven most common disability types.
- Participants will rate themselves as more comfortable with disabilities than they had been before the workshop.
- Participants will rate their knowledge of the first four steps of the planning process as good or excellent.

- Participants will rate their comfort level with using the first four steps of the planning process as good or excellent.

The first two learning outcomes were achieved by 100% of participants in both the northern and southern California sessions. The second two outcomes were achieved by 90% of participants.

In March 2003, teams of three people (two from the library and a community partner) from each project attended *workshop number two*. The learning outcomes were:

- Participants will rate themselves as more aware about assistive technology for specific disability groups than they were before the workshop
- Participants will rate themselves as more knowledgeable about outcome measurement than they were before the workshop
- Participants will rate themselves as more comfortable about doing outcome measurement than they were before the workshop

The first learning outcome was achieved by 89% of the participants regarding concepts and products for people with visual impairments; 81% regarding people with physical/ mobility impairments; 54% regarding people with hearing impairments; and 54% regarding people with developmental disabilities.

Ninety-five percent (95%) of the participants achieved the second learning outcome and 72% achieved the third learning outcome.

In May 2003, the three person teams attended *workshop number three*, which included a visit to the exhibits at the CSUN (California State University, Northridge) Conference on Accessible Technology. The learning outcomes were:

- Participants will rate themselves as more knowledgeable about volunteerism -- and more able to explain it to colleagues -- than they were before the workshop
- Participants will rate themselves as more knowledgeable --- and more able to explain it to colleagues --- about community collaboration than they were before the workshop
- Participants will rate themselves as more knowledgeable -- and more able to explain it to colleagues -- about outcome measurement than they were before the workshop
- Participants will rate themselves as more knowledgeable -- and more able to explain it to colleagues -- about non-LSTA funding than they were before the workshop

Ninety-five percent (95%) of participants achieved the first outcome; 90% achieved the second outcome; 85% achieved the third; and 67% the fourth. Also, 89% reported confidence that they could complete an outcome measure plan for the evaluation of their project and 95% reported confidence that they could write the LSTA application by the deadline.

The disability awareness training (for librarians only) was an eye-opener to most and was replicated by many libraries for their own staff members.

“Even our staff members most resistant to change commented that the ability awareness was valuable” (Del Norte County Library). “Feedback from library and city staff was extremely positive, including the comment that it [disability awareness training] was ‘the best training ever offered in the city’” (South San Francisco Public Library). “The results of our pre- and post-training questionnaire indicated from 75% to 187% increase of knowledge and comfort level for the four employee training sessions offered ... [which indicates] partial progress toward our intermediate outcome that library staff will have more confidence and proficiency in providing appropriate responsive service for individuals with disabilities...” (Torrance Public Library).

**Project Results:** This report summarizes the findings from a pre- and post-test administered by seven public libraries in fall 2003 and fall 2004 in order to measure the impact of the statewide Public Library Services for People with Disabilities Program.

#### *Increase in Awareness of Services for People with Disabilities*

Overall, 61% of respondents in the participating libraries and 37% of respondents in the control group reported that they knew about the library’s services for people with disabilities. The differences between the participating libraries and the control group remained significant in the post-test.

Respondents continued to report that their primary source of information about the services was library staff. In the post-test, fewer respondents indicated they had heard about the services from a friend, family member or caregiver, and more respondents noted flyers, library website, newspaper, and other. This may reflect the outreach efforts by libraries during the year.

Respondents who indicated they had a disability that affected their use of the library showed an increase in awareness of services for people with disabilities from the pre to the post-test. Awareness was examined by type of reported disability and appears to have increased in all categories.

#### *Reduction of Barriers to Library Use*

The participating sites showed a reduction in all barriers for those with disabilities. The largest reduction was in difficulty using the computers (-15%). Barriers related to hours open and inability to find or reach materials both decreased by 12%.

#### *Increase in Satisfaction with Library Services*

The satisfaction ratings at the intervention libraries improved from the pre-test to the post-test. Post-test ratings for ease of using the library, accessibility of books and materials, library services for people with disabilities, attitudes of staff while assisting people with disabilities, and library services overall were all between good and outstanding. The pre-test ratings were between adequate and good.

#### *Increase in Services Available for People with Disabilities*

Each library completed a library scan detailing the types of services available at the library in 2003 and in 2004. The library scan is divided into three sections: alternative format materials, special services and assistive technology. The libraries also had the opportunity to add in other services that are not listed in the detailed categories. When the overall number of services

offered by each library was reviewed, the participating libraries showed an increase in every category. The control group libraries showed an increase in one category, no change in one category, and a decrease in two categories.

The alternative format materials showed the greatest gain in the acquisition of described videos at three of the five intervention libraries. Other services that were added include talking books, Braille books, and closed-caption videos.

Special services showed large gains in the participating libraries. All libraries added training and assistance in using the adaptive and assistive technologies. Eighty percent (80%) of those libraries added an advisory group of people with disabilities and volunteer technology assistant in the library. Services that were discontinued at an intervention library during the year include, dial in access to OPAC, extended loan periods, fax access to the reference and/or circulation desk and home delivery service.

Assistive technology also increased at the participating libraries. Adjustable lighting with magnification was added in 60% of them. Assistive listening devices for use in the library, assistive listening system in meeting rooms/auditoriums, and electronic magnifiers (CCTV) were added by 40% of them.

On average, the participating and control group libraries showed similar availability of services prior implementation of the statewide Public Library Services for People with Disabilities program. In the year since program implementation, the participating libraries have added an average of nineteen services, and the control libraries have lost an average of three services. Thus, the gap between the two groups has widened significantly.

The overall findings for all libraries showed that respondents who indicated they had a disability were aware of an average of eleven services, respondents who did not indicate they had a disability were aware of an average of eight services. More awareness was indicated for the alternative format materials (53%), than for assistive technology (31%) or special formats (24%). Overall, there was 34% awareness in the participating libraries, and 32% awareness in the control libraries of the items indicated on the library scan.

### *Conclusions*

The results of this report show considerable impact in the intervention libraries after the implementation of the statewide Public Library Services for People with Disabilities Program. It also provides a preliminary glimpse of what can happen to the availability and variety of services for people with disabilities at libraries that have not received additional funding to serve this population.

Anecdotal comments from the reports of all the participating libraries bear out those findings.

A number of the participating libraries reported that their non-print collections -- and their circulation -- have grown dramatically as a result of this project. Hemet Public Library reported, "The size of our video/DVD collection grew by over 150% due to the funds from this grant. Our books-on-tape and CD collection grew over 100%. According to our circulation statistics, use of

the collection from January through June 2004 increased by 47% from the same time last year.” Alhambra Public Library reported, “The learning disabilities (LD) materials are circulating phenomenally.” Sutter County Library reported that it had had “basically a print collection. We took the traditional high road, and valued and provided the printed word; non-print materials were made available only as novelty items or as a source of library revenue. Our great ‘aha’ moment during this needs assessment and grant planning process was when we realized that, even with a very limited collection development and operating budget, we had a responsibility to our community to provide resources and materials that would be accessible to [an estimated 17,000] LD users...We are no longer just a traditional print collection, providing services only for traditional readers...”

The Long Beach Public Library stated, “This project has been successful beyond our wildest dreams. Over 1,533 people have visited the [newly created and LSTA-funded] Information Center for People with Disabilities [in the 11 months since it opened]. The Center has won three awards: Award of Recognition from the Long Beach Citizens Advisory Commission on People with Disabilities; the Disabled Resources Center Community Service Award; and the California League of Cities Award for Service Excellence.”

**Follow-up:** A follow-up study of the experience of using outcome measurement was done with the 27 Public Library Services for People with Disabilities participating libraries. There was a 48% response rate, just under the 51% needed for statistical validity. Key findings of the Disabilities projects surveyed were:

- 83% reported that outcome measurement had given them information that demonstrates their program’s impact on the participants and the effectiveness of the program, and that the gain in information and insights they have as a result of OM justify the costs in time and money to the library
- 67% reported they would use OM on another project if given the choice
- Libraries plan to use the information and insights gained for outreach to community groups who have representative clients using the service; to justify program continuance; for promotional purposes; to craft better ways to connect with users and to market library disability services in the future

#### **IV. PROGRESS IN SHOWING RESULTS OF LIBRARY INITIATIVES OR SERVICES**

A major focus of the California State Library's Five-Year Plan (October 1, 2002 – September 30, 2007) for the use of LSTA funds was an emphasis on integrating the use of Outcome Measures (OM) methodology into the LSTA process. Significant steps have been taken toward this end.

Using an incremental approach, the State Library has systematically increased the number of projects that are using outcome measures, including developing and providing training on Outcome Measures methodology, and the development of special forms and procedures which have been field tested and revised.

In the 2002/03 LSTA grant cycle, State Library staff members were trained in outcome measures, and 10 field grants (a minimum of 1 per staff consultant) were identified to implement an outcome measures approach. Outcomes-based application forms, training materials, and reporting forms were developed and implemented.

In the 2003/04 LSTA grant cycle, 71 library projects were identified and trained to utilize outcome measures in their LSTA funded projects – 11 field grants which included 2 mini-grant projects – Adult Literacy Book Club and Reach Out and Read (involving 43 libraries total); and 27 mini-grants for Public Library Services for People with Disabilities program participants.

During this year, the California State Library also evaluated the success of the previous year's LSTA projects which utilized outcome measures. One hundred percent (100%) of the respondents to a survey reported that OM gave them information about the impact of their program on participants and on the program's effectiveness. Most of the respondents (78%) reported that OM gave them new feedback that can be used to improve the program.

A model for using OM in evaluating staff training was developed for use in the next year's LSTA program. Also for the next year's program, statewide outcomes were identified for use in 3 mini-grant programs: "California Cultural Crossroads," "Services for Small Business in a Box," and "Book Club in a Box."

In addition, the State Library completed a longitudinal study of "Radio Works!," a 1999 LSTA field grant, and the first to utilize outcome measures. The study demonstrated the long-term effects on the participants. One hundred percent (100%) reported that the program had helped improve their life skills, 63% had higher overall scores on their literacy tests, 95% reported checking out books from the library, and 85% reported doing pre-literacy activities with their pre-school children.

Technical assistance was also provided during this year to the State-funded California Library Literacy Service to implement OM in their assessment and accountability processes for both adult and family literacy programs.

In the 2004/05 LSTA grant cycle, there were outcome measures projects in three statewide mini-grant programs: California Cultural Crossroads (7 libraries), Services for Small Businesses in a Box (40 libraries), and Reach Out and Read (14 libraries). In addition, technical assistance in Outcome Measures was provided to the California Library Literacy Initiatives AmeriCorps Initiative.



Infopeople, the California State Library's training arm, pilot-tested OM for two selected courses, "How to Start, Run and Maintain a Library Book Discussion Group" and "ESL Collection Building."

The Book Club course had a three level evaluation: Immediate, intermediate, and long-range outcomes. The first two sets of outcomes were for the workshop participants (library staff members) and the last was for book club participants (members of the public). All of the anticipated outcomes were met for the book club course, both for trainees and for the public, which means that the course was very successful. The ESL workshop had a two-level evaluation, aimed only at the workshop participants (library staff members). Immediate outcomes were met in the course, where all 51 participants (100% completed the day-of-workshop written survey. It is uncertain if the intermediate outcomes were met, however, because less than 50% of the participants completed the followup written survey.

The Services for Small Businesses in a Box participants were handled differently, with the libraries conducting pre-prepared community surveys before and after the project period. Among the key findings: from the pre-project stage to the end of the grant period, public awareness of the library's services for small businesses increased by 514%. More importantly, the number of owners who reported that the library had directly benefited their small businesses increased by 146%.

A follow-up study of the experience of using outcome measurement was conducted with the eleven 2003/04 OM field grants. Key findings of the study are:

OM field grants (91% response rate – statistically valid):

- 100% reported that OM has given them information that demonstrates the program's impact on the participants and effectiveness of the program
- 75% felt that the information and insights they have as a result of OM justify the costs in time and money to the library
- 90% said they would use OM on another project if given the choice
- Libraries plan to use the information and insights gained to promote their projects to stakeholders; for fund-raising and in budget hearings; for advocacy and legislative efforts, to improve, expand, and maintain a project; to build future programs.

In addition, three multi-day workshops were provided throughout the state for all prospective 2005/06 LSTA grant applicants. One hundred (100) libraries, most with two representatives, participated in the training.

In the 2005/06 LSTA grant cycle, 12 competitive grant projects, plus 7 California Cultural Crossroads projects and 6 continuing priority projects (such as Reach Out & Read and Infopeople) were identified as Outcome Measures Projects. A two-day training program on OM was provided for the competitive grant projects, and a one-day OM training was designed and delivered specifically for the California Cultural Crossroads participants.

There was also a planning retreat held during the year to discuss many points concerning the LSTA process, qualities of an excellent LSTA project, and how best to make improvements.

## **V. LESSONS LEARNED**

The lessons learned during the past five years of LSTA funding reflect the specific goals, plans, and grant processes of the California State Library within the parameters of the Library Services and Technology Act.

### **Five-Year Plan:**

Although none of the five Goals were completely achieved – and Goals are long-term and not structured to be immediately achievable – there was significant progress made toward each of them in terms of the objectives/outputs and outcomes accomplished. The flexibility of the Act enabled the California State Library to alter its course when a given Strategy, such as the Library Practitioner Certification program, did not work as well as desired and an alternative approach could be identified.

It is noted that some of the objectives/outputs and outcome measures targets were overly ambitious for a five-year period and for the amount of Federal funding awarded to a State with this population size.

### **Issues with Individual Grants:**

There continued to be difficulty with school library grant applications. Despite training and consultative assistance, schools requested LSTA funds for what were essentially local responsibilities (for example, updating their book collections) or projects that could not be implemented with LSTA funds, such as building renovation. It may be desirable to design a targeted grant program specifically for school libraries, identifying a State priority within the scope of LSTA and the funding requirements for LSTA funding – for example, services for students with disabilities – and experiment with that approach, since the previous attempts have not proved as successful as desired.

The needs assessments conducted by libraries of all types continued to be weak, although training and consultative assistance was provided for them. The alternative approaches, tested and described below, have altered this problem for those grant recipients to a large extent.

The libraries experience difficulty with the outcome measurement evaluation process. It is a difficult concept to grasp and understand, so the State Library itself began identifying grant proposals that leant themselves to outcome-based evaluation and working with those libraries on a one-on-one basis to develop their evaluation plans. It was a staff-intensive and costly process, yet it led to improvements. One of the harder aspects of this type of evaluation is that many of the outcomes require a longitudinal aspect: most results cannot be ascertained in the course of a one-year grant period.

### **Alternative Approaches Tested for Individual Grants:**

The California State Library has experimented with targeted grant programs for some years; these specified what would be done, funding levels and acceptable expenses, and restrictions.

The programs involved the development of special grant applications and instructions. Although successful, the targeted grant programs did not address adequately the problems of needs assessment, partnerships, and evaluation for the individual library's application. A concern, too, was that even with the simplified applications, a number of libraries considered the process to be too difficult and too competitive for their consideration.

Accordingly, during the last five years of LSTA funding, the California State Library tested three different approaches to LSTA grant awards (in addition to the regular competitive program, which is very open and paper-intensive). These were:

- A non-competitive grant program for public libraries for the purchase of "Global Language Materials," with each library's award amount based upon the percentage/number of immigrants in its jurisdiction and with its agreement to specific grant conditions, such as cataloging the materials and placing the records online for resource-sharing purposes. Librarians were also encouraged to work with members of their selected language group(s) in their communities and to publicize the additions to their collections. It was successful because the applicants were assured of a grant award beforehand and because the application form was simple and brief.
- Centrally administered grants, usually by a regional/statewide library organization, such as the "Local History Digital" program. The program – the actual digitization, the creation of records and finding tools, and the permanent storage of the resources online – was performed by the University of California. The libraries receiving the grants needed to select the local history materials of key interest and did not need to be concerned with identifying or individually contracting with digitization vendors, specialized record analysts, and online database mounters. This approach also proved successful, since quality control and compatible finding tools and long-term maintenance were assured; it also encouraged smaller libraries to participate in retaining digital records of the community's past.
- Special targeted grant programs that incorporated training and community involvement, such as the California Cultural Crossroads program and the Public Library Services for People with Disabilities program. Although the cost of support for these projects was substantial, involving as they did training and ongoing consultative assistance, the results were impressive. The participating libraries made changes in their library services and developed private-public partnerships that have allowed local libraries to continue - and often expand – the services beyond the grant-funded period.
- The "In a Box" programs, which provided librarians with all the training and resources to implement a new program. For example, the Services for Small Businesses in a Box program provided training, subscription databases, customized promotional materials, a customizable website, and small implementation grants to allow libraries to respond to local needs. Since the program required pre- and post-project community surveys of small business owners (templates provided), it built in the initial needs assessment and the outcome measurements evaluation. The requirement for community focus groups initially and for local advisory committees during the course of the project resulted in

private-public partnerships, which now are maintaining and expanding upon the original grants in local communities.

The California State Library will be considering these lessons learned in developing and implementing the LSTA Five-Year Plan for 2007/08 – 2011/12.

## **VI. EVALUATION PROCESS**

The California evaluation process of the past five years of Library Services and Technology Act funding focused on the impact of LSTA grants on libraries and library users between 2002/03 and 2006/07, from both a qualitative and a quantitative perspective.

The process began with the collection and compilation of information on individual grant projects in a structured database designed for data extraction and analysis. Although the evaluation focused upon LSTA grants awarded to libraries and regional/statewide library organizations, and not LSTA-supported programs such as the Braille and Talking Book Library which operates out from the State Library itself, there were 892 of these grant awards; a number of them involved statewide audiences. One project, the three-year Public Library Services for People with Disabilities, was identified for an in-depth evaluation.

The California State Library surveyed the directors of public libraries, academic libraries, and special libraries about the objectives/outputs and outcome measures relevant to their institutions; the California State Department of Education surveyed the school library directors. Another survey was conducted of library Trustees, Commissioners, Friends, and users. The survey results are reflected in Section II of this report, where objective/output and outcome measure responses are provided.

An independent consultant coordinated and implemented the evaluation process, with support and input from California State Library staff members. This consultant analyzed the individual grants; prepared, distributed, and analyzed the surveys; and drafted the final report for California State Library review. It was an approximately six-month project, since it was desirable that the 2006/07 projects be included insofar as possible.

The contract for the independent consultant was \$33,000. The cost for California State Library staff time is estimated at \$10,000 for oversight, input, and review during the course of the evaluation process. This does not include communications costs or the time of the library directors and library users who completed the surveys.